الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي | دورة: 2019

الشعبة: آداب وفلسفة

اختبار في مادة: اللغة الإنجليزية | المدة: 02 سا و 30 د

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

## Part one: Reading (15 points)

**A/ Comprehension (07 points)**

**Read the text carefully then do the following activities:**

The Empire of the Incas flourished for only about 100 years, but it was one of the largest and richest ancient civilizations in the Americas. In the late 1430s, the Incas began to conquer neighbouring tribes and put them under their control. At the peak of the empire's power, **its** lands extended nearly 2.500 miles along the western coast of South America.

Life in the Inca Empire was organized by social rank. The emperor, called the Sapa Inca, ruled over everyone and was obeyed without question. He was believed to be a living god. Next in importance were the nobles. They were the government officials, building engineers, and military leaders. The Sapa Inca and the nobles had many privileges. **They** lived in stone palaces, had more than one wife, wore beautiful jewelry, and dressed in coloured, silky clothes. Most of the common people were farmers who cultivated the land and raised livestock.

Although travel was by foot, the Incas constructed roads and made rope bridges that crossed over rivers, linking the empire together. The Incas also excelled in the crafts of weaving, pottery, and metalworking. Many objects were made from gold, which they called "sweat of the sun".

In the 1530s, the Spanish came to the empire in search of this gold. They conquered the Incas, destroyed **their** temples, and took their gold and silver wealth. The great empire vanished forever.

***Jan Meyer. (2006). 25 Non-Fiction Passages. U.S.A: Scholastic. P. 46***

**1. Are the following statements true or false? Write T or F next to the letter corresponding to the statement.**

**a.** The Inca civilization lasted for almost a century.
**b.** The Inca Empire had diverse social classes.
**c.** The common people in the Inca Empire had many privileges.
**d.** The Inca Empire lasted for centuries after the Spanish conquest.

**2. Put the following ideas in the order they appear in the text:**

**a.** The different classes of the Inca society.
**b.** The fall of the Inca Empire.
**c.** Inca's golden age.
**d.** The remarkable skills of the Inca people.

**3. Answer the following questions according to the text:**

**a.** Did the Inca Empire succeed in controlling surrounding territories?
**b.** Who was considered as a living god for the Inca people?
**c.** How did the Spanish conquest cause the Inca Empire to fall?

**4. WHO or WHAT do the underlined words refer to in the text?**

**a. its** (§1) **b. they** (§2) **c. their** (§4)

**B/ Text Exploration** **(08 points)**

**1. Find words in the text whose definitions follow:**

**a.** To take control of a country and its people by force. (**§ 1**)
**b.** Special rights or advantages that one person or group has. (**§ 2**)
**c.** Disappeared suddenly and completely. (**§ 4**)

**2. Complete the chart as shown in the example.**

| | Verb | Noun | Adjective |
|---|---|---|---|
| **Example:** | **to civilize** | **civilization** | **civilized** |
| | ……………… | ……………… | **extended** |
| | **to conquer** | ……………… | ……………… |
| | ……………… | **government** | ……………… |

**3. Give the correct form of the verbs in brackets.**

After the Spanish (**conquer**) the Inca Empire, they captured the Sapa Inca. It (**be**) the first step in a long campaign that (**take**) decades of fighting but ended in Spanish victory in 1572. The conquest of the Inca Empire (**lead**) to campaigns into present-day Chile and Colombia.

**4. Fill in the blanks with only FOUR (4) words from the list given.**

**basis - started - ancient - life - express - origins**

One of the major contributions of ancient Egypt to modern civilization is the art of writing. The …..(**1**)…… of writing are believed to have been …..(**2**)…….. by the ancient Egyptians in 3000 BC. The Egyptians were able to use pictures to…..(**3**)…….. what they were thinking or wanted to say. Eventually, they developed 24 alphabets which formed the …..(**4**)……. of their writing.

## Part two: Written Expression (05 points)

**Choose <u>ONE</u> of the following topics:**

**<u>Topic one</u>:**

Many students mistakenly believe that ancient civilizations made no contributions to modern societies. Use the following ideas to write an article of about 80 to 120 words, in which you explain and shed light on those contributions to your fellow students.

**The following notes may help you:**

-Developing systems of writing
-Improving agriculture and irrigation
-Inventing tools and making discoveries
-Organizing social life

**<u>Topic two</u>:**

Counterfeiting has become a common practice among a large number of people despite its negative impacts on both the society and the national economy. Write a composition of about 80 to 120 words in which you state your opinion. Give examples.

**انتهى الموضوع الأول**

# الموضوع الثاني

## Part one: Reading (15 points)

### A/ Comprehension (07 points)

**Read the text carefully then do the following activities:**

Improving education is a huge issue. Test scores, our perceived performance against other countries, and other factors have pushed education to the forefront of national politics, right behind healthcare reform. Technology can be used to improve teaching and learning and help our students be successful. **It** can be a "force multiplier" for the teacher. Instead of the teacher being the only source of help in a classroom, students can access online tutorials, and more to assist them.

Education doesn't stop at the end of the school day because students have access to teachers and resources, at any time. Students can also get help and tutoring at any time, whether from the teachers via email or online collaboration. **They** can connect with students at other schools and do collaborative work with them.

Parental involvement is another factor that can increase students' achievement. Thanks to technology, parents can go to a class website and see what their child is working on, they can contact teachers via email and web sites, and **they** can even check their child's attendance and grades through online systems.

Teachers can use technology to find resources and attend virtual professional development seminars and conferences. They can also create personal learning networks and other resources to find and share ideas and resources, and get support from their colleagues.

*Adapted from: "How Technology Can Help Improve Education"*
*by : Ragan Whiteside. October 21st ,2011.*

**1- Write the letter that corresponds to the right answer.**

**A-** Technology is a means which …..

**a-** helps learning only **b-** improves healthcare **c-** serves teachers and learners

**B-** Involving parents in their children's education…..

**a-** increases their school performance **b-** improves their behaviour **c-** hinders their success

**2- In which paragraph is it mentioned that technology enhances teaching?**

**3- Answer the following questions according to the text:**

**a.** Why is education a priority?
**b.** Is the teacher the only source of help? Why or why not?
**c.** How can technology help parents control their kids? Mention two items.

**4- WHO or WHAT do the underlined words refer to in the text?**

**a) It** (§1) **b) They** (§2) **c) they** (§3)

**5- The text is ……**

**a)** descriptive **b)** narrative **c)** argumentative

**B/ TEXT EXPLORATION** **(08 points)**

**1- Match the following words with their corresponding definitions:**

| | |
|---|---|
| **1.** Grades | **a)** The act of working with someone to create or produce something. |
| **2.** Tutorials | **b)** Marks given in an exam or for a piece of school work. |
| **3.** Collaboration | **c)** Formal teaching that consists of lectures or practicals. |

**2- Complete the chart as shown in the example.**

| | Verb | Noun | Adjective |
|---|---|---|---|
| **Example** | **to educate** | **education** | **educative** |
| | **………………** | **achievement** | **………………** |
| | **to access** | **………………** | **………………** |
| | **………………** | **………………** | **successful** |

**3- Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.**

**a-** Some parents have busy schedules. They can't help their child with homework. **(such …that)**
**b-** Students have access to technology. Their test scores improve. **(unless)**
**c-** The teacher provides help in the classroom. Technology assists learning at any time. **(while)**

**4- Reorder the following sentences to get a coherent passage.**

**a-** It gives teachers and students extra resources
**b-** and work together to get additional knowledge.
**c-** to access to new opportunities for learning approaches
**d-** Technology is a powerful tool for education.

## Part Two: Written Expression (05 points)

**Choose <u>ONE</u> of the following topics:**

**<u>Topic One</u>:**

Traditional learning doesn't offer many opportunities for the learners to develop their skills whereas technology can be of great help. Use the following notes to write a composition of about 80 to 120 words to be published in your school magazine about the benefits of using technology in learning.

**The following notes may help you:**

-Improve engagement and raise motivation
-Encourage individual learning
-Foster collaboration
-Facilitate knowledge retention

**<u>Topic Two</u>:**

In your city, statistics show that violence against children is on the rise. As a member of an association that defends the rights of children, write a newspaper article of about 80 to 120 words for your fellow citizens in which you suggest some actions to reduce this phenomenon.

**انتهى الموضوع الثاني**

| العلامة | | عناصر الإجابة (الموضوع الأوّل) Inca Civilization |
|---|---|---|
| مجموع | مجزأة | |
| **15 pts** **(7 pts)** | | **Part one: Reading** **A/Comprehension** |
| 2 pts | 0.5x4 | ***1.True/False*** a-T / b-T / c-F / d-F. |
| 1 pt | 0.25x4 | ***2. Order of ideas*** (see table below) |
| 2.5 pts | 0.5 / 1 / 1 | ***3. Answering comprehension questions*** a-Yes, it did / yes. b- The emperor / Sapa Inca / the Sapa Inca c- by destroying their temples and taking their gold and silver wealth. **or**: The Spanish destroyed their temples and took………….. |
| 1.5 pt | 0.5x3 | ***4. Cohesive devices*** a. **its** (§1) : the empire. b. **they** (§2) : the Sapa Inca and the nobles. c. **their** (§4) : the Incas. |
| **(8 pts)** | | **B/ Text Exploration** |
| 1.5 pts | 0.5x3 | ***1.Words which match the given definitions:*** a. conquer b. privileges c. vanished. |
| 1.5 pts | 0.25x6 | ***2. Morphology*** (see table below) |
| 3pts | 0.75x4 | ***3. Grammar*** 1. **had conquered** 2.**was** 3.**took** 4.**led** |
| 2pts | 0.5x4 | ***4. Cloze passage*** 1. **origins** 2.**started** 3.**express** 4.**basis** |
| **(5 pts)** | | **Part Two: Written expression** (see table below) |

**2. Order of ideas**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| c | a | d | b |

**2. Morphology**

| verb | noun | adjective |
|---|---|---|
| to extend | extension / extent | /// |
| /// | conquest / conqueror | conquered / conquerable |
| to govern | /// | Governmental /-ing /-ed /-able |

**Part Two: Written expression**

| Criteria | Relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score |
|---|---|---|---|---|---|
| **LPH** | **1** | **1** | **2** | **1** | **5 pts** |

| العلامة مجموع | العلامة مجزأة | عناصر الإجابة (الموضوع الثاني) Education |
|---|---|---|
| **7 pts** | | **A) Comprehension** |
| 1 | 0.5x2 | **1.** A→ **c** B → **a** |
| 1 | 1 | **2.** **§1** |
| 3 | 1x3 | **3.** **a)** Because of test scores, our perceived performances against other countries and other factors. |
| | | **b)** No / No, he is not / She is not. - Students can access online tutorials, and more to assist them. Or: - Students can also get help and tutoring at any time, whether from the teachers via email or online collaboration. Or: - They can connect with students at other schools and do collaborative work with them. |
| | | **c)** Parents can go to a class website and see what their child is working on. - They can contact teachers via email and web sites. - They can check their child's attendance and grades through online systems. |
| 1.5 | 0.5x3 | **4.** a) technology b) students c) parents |
| 0.5 | 0.5 | **5.** c) argumentative |
| **8 pts** | | **B) Text Exploration** |
| 1.5 | 0.5x3 | **1.** **1→ b** **2 → c** **3 → a** |
| 1.5 | 0.25x6 | **2.** (see table below) |

| Verb | Noun | Adjective |
|---|---|---|
| to achieve | / | achievable achieved |
| / | access / accessibility accessor | accessible |
| to succeed | Success/ successfulness | / |

| العلامة مجموع | العلامة مجزأة | عناصر الإجابة |
|---|---|---|
| 3 | 1x3 | **3.** **a)** Some parents have **such** busy schedules **that** they can't help their child with homework. |
| | | **b)** **Unless** students have access to technology, their test scores won't / will not improve. |
| | | **c)** The teacher provides help in the classroom **while** technology assists learning at any time. **or: While** the teacher provides help in the classroom, technology assists learning at any time. |
| 2 | | **4.** **d – a – c - b** |
| | | **N.B.** (0.5 for the opening sentence & 0.5 for each logical pair) |
| **5 pts** | | **Part Two: Written Expression** |

| Criteria | Relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creating) | Final score |
|---|---|---|---|---|---|
| **LPh** | **1** | **1** | **2** | **1** | **5** |

الموقع الأول لتحضير الفروض والاختبارات في الجزائر

https://www.dzexams.com

| | |
|---|---|
| https://www.dzexams.com/ar/0ap | القسم التحضيري |
| https://www.dzexams.com/ar/1ap | السنة الأولى ابتدائي |
| https://www.dzexams.com/ar/2ap | السنة الثانية ابتدائي |
| https://www.dzexams.com/ar/3ap | السنة الثالثة ابتدائي |
| https://www.dzexams.com/ar/4ap | السنة الرابعة ابتدائي |
| https://www.dzexams.com/ar/5ap | السنة الخامسة ابتدائي |
| https://www.dzexams.com/ar/bep | شهادة التعليم الابتدائي |
| https://www.dzexams.com/ar/1am | السنة الأولى متوسط |
| https://www.dzexams.com/ar/2am | السنة الثانية متوسط |
| https://www.dzexams.com/ar/3am | السنة الثالثة متوسط |
| https://www.dzexams.com/ar/4am | السنة الرابعة متوسط |
| https://www.dzexams.com/ar/bem | شهادة التعليم المتوسط |
| https://www.dzexams.com/ar/1as | السنة الأولى ثانوي |
| https://www.dzexams.com/ar/2as | السنة الثانية ثانوي |
| https://www.dzexams.com/ar/3as | السنة الثالثة ثانوي |
| https://www.dzexams.com/ar/bac | شهادة البكالوريا |